2003-2004
School Technology Survey and Evaluation Report

School Demographic and Contact Information

Name of person completing this survey: _____
Email of person completing this survey: _____

School Name: _____
NCES #: _____
Telephone Number: _____
Fax Number: _____
School's Website: _____
Grade Span: From _____ To _____

Principal's Name: _____
Principal's Email: _____

Number of teachers: _____ (use number submitted to LDE on the October 2003 Annual School Report)

Number of students: _____ (use number submitted to LDE on the October 2003 Annual School Report)

Number of administrators: _____ (use number submitted to LDE on the October 2003 Annual School Report)

Infrastructure and Technical Support

Computers

1. How many computers* in the school are connected to the Internet? _____
    a. How many of these are in a library media center? _____
    b. How many of these are in a computer lab setting? _____
    c. How many of these are in a mobile lab (computers that are moved from one room to another)? _____
    d. How many of these are predominantly administrative? _____
    e. How many of these are in classrooms (non-lab setting)? _____

    Note: a + b + c + d + e must equal total answer to #1

2. How many computers* in the school are NOT connected to the Internet? _____
    a. How many of these are in a library media center? _____
    b. How many of these are in a computer lab setting? _____
    c. How many of these are in mobile lab (computers that are moved from one room to another)? _____
    d. How many of these are predominantly administrative? _____
    e. How many of these are in classrooms (non-lab setting)? _____

    Note: a + b + c + d + e must equal total answer to #2

*Computers to be counted should include all laptop computers, tablet PCs, and desktop computers.

Other Technology/Computing Devices

3. How many PDAs (Portable Digital Assistants) are <u>available</u> for use by students and/or teachers in your school? _____

4. Which of the following devices are <u>available</u> for use by students and/or teachers in your school? Check all that apply:

    ☐ Assistive/Adaptive Devices
    ☐ Computer Projection Devices (e.g. video projector, scan converter)
    ☐ Digital Still Cameras
    ☐ Digital Video Cameras
    ☐ High Definition TV Monitors (digital)
    ☐ Ink Jet Printers
    ☐ Laser Printers
    ☐ Laserdisc Players
    ☐ Personal Digital Assistant (PDA)
    ☐ Scanners
    ☐ Smart Boards
    ☐ Text Editors (e.g. Alpha Smarts, Dream Writers, etc.)
    ☐ TV Monitors (not computer monitors)
    ☐ TV Production Studios
    ☐ Web TV Units

School Connectivity

5. Does your school have Internet Access?
    ○ Yes
    ○ No

Classroom Connectivity

In the chart below, indicate the number of each type of room in your school, the number of rooms with the specified amount of internet connectivity, and the number of rooms in your school that meet the state definition of a model technology classroom. Note: the total number of instructional rooms in the school includes **ALL** classrooms, libraries, and computer labs – every room in which instruction is provided to students, and not used for primarily administrative purposes).

	Classrooms			Library/ Media Centers	Computer Labs	Total Instructional Rooms	Administrative Rooms/ Offices
	6a			6b	6c	6d = 6a+6b+6c	6e
6. **Number of rooms designated as:**							
	7a			7b	7c	7d = 7a+7b+7c	7e
7. **Number of rooms with specified number of Internet connections:**	1 computer with internet connection	2-3 computers with internet connection	4 or more computers with internet connection	**Number of library/ media centers with 1 or more internet connections**	**Number of computer labs with 1 or more computers connected to the internet**	Total Instructional Rooms with internet connections	**Number of administrative rooms/offices with internet connections**
8. **Number of model classrooms*:**				*A **model classroom** has a minimal ratio of 5:1 student-to-internet-connected PCs, a networked teacher computer, a networked printer, appropriate software, and a large screen display and/or projection device			

Support

In this section, provide information about the school-based technology (both instructional and technical) facilitators. Do not include non-school based support facilitators in this count.

9. Does your school have a school-based facilitator to assist teachers with technology integration?
   - ○ Yes
   - ○ No

   If yes, this position is
   - ☐ Full time (salaried)
   - ☐ Part time (salaried; half day or less)
   - ☐ Part time (stipend or release time; extra duties on top of regular, full-time position)
   - ☐ Volunteer

10. Does your school have a school-based technical support person for maintenance and/or support of hardware and software?
    - ○ Yes
    - ○ No

    If yes, this position is
    - ☐ Full time (salaried)
    - ☐ Part time (salaried; half day or less)
    - ☐ Part time (stipend or release time; extra duties on top of regular, full-time position)
    - ☐ Volunteer

11. Is your school-based instructional technology facilitator the same person as the school-based technical support person?
    - ○ Yes
    - ○ No

Infrastructure and Technical Support Rubric

Identify your school's current level of progress in the area of **Infrastructure and Technical Support**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• Student access to technology is mostly limited to lab settings. • Faculty and teacher access to technology is inconsistent and mostly limited to offices or workspaces. • Technical assistance for students and faculty use of technology is viewed as inconsistent or inadequate. • Issues of access and quality are unresolved.	• Access to technology is available in the classroom to support student learning and faculty teaching and productivity. • Access to technology is growing and includes both classroom and lab settings for student use. • Internet access and network resources are limited and/or not consistently available. • Technical assistance for students and faculty is readily available but is limited to troubleshooting hardware and software. Technical assistance for supporting teaching and learning is not clearly defined or is understaffed.	• Access to computers, software, and Internet networks is provided for students, teachers, and support personnel throughout the school (classrooms, libraries, media centers, administrative areas) during the school day and sometimes beyond the school day. • Technical assistance for students, teachers, and administrators is readily accessible and includes mentoring to enhance skills in managing classroom resources and instructional strategies to support teaching and learning.	• Students and teachers have "on-demand access" to technology resources – hardware and software, telecommunications, and other online resources including home and community access. • Technical assistance for students, teachers, and administrators is available around the clock. The technical assistance includes paid staff and identified peer and student mentors, as well as content and pedagogy specialists for supporting the use of technology in teaching and learning.

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

Student Learning

12. Are students in your school enrolled in any distance learning courses delivered electronically?
    - ○ Yes
    - ○ No

    If yes, provide the number of students participating in the following distance learning programs.

    ___ Louisiana Virtual School (classes offered via the Internet through the Statewide Distance Learning Network administered by the Louisiana Department of Education)

    ___ 8g satellite courses (classes conducted on television and delivered via satellite through the Statewide Distance Learning Network administered by the Louisiana Department of Education)

    ___ 8g audio graphic courses (classes conducted using the computer and telephone through the Statewide Distance Learning Network administered by the Louisiana Department of Education)

    ___ Interactive Video, compressed or IP-based (classes delivered using "real-time," interactive audio-video approach)

    ___ Other _____

13. Are students in your school enrolled in any of the Secondary Computer Education Courses (as identified in Bulletin 741)?
    - ○ Yes
    - ○ No

    If yes, provide the number of students in the following courses:
    ____ Computer Technology Applications
    ____ Computer/Technology Literacy
    ____ Computer Science I or II
    ____ Computer Architecture
    ____ Computer Systems and Networking I or II
    ____ Digital Graphics and Animation
    ____ Desktop Publishing
    ____ Multimedia Productions
    ____ Web Mastering
    ____ Independent Study in Technology Applications

14. Students can use technology to support learning in a variety of ways. In the chart below, identify the approximate frequency of a particular use by most of the students in your school. If technology in your school is not used in the manner described, then indicate "Never".

Student Use of Technology	Daily	Weekly	Monthly	Rarely or Occasionally	Never
Communicate electronically with experts, peers, and others	○	○	○	○	○
Solve real-world problems	○	○	○	○	○
Productivity Tools (Word processing, spreadsheets, databases)	○	○	○	○	○
Multimedia/Production (multimedia programs, concept	○	○	○	○	○

mapping software, graphing software, etc.)					
Conduct online research	○	○	○	○	○
To assist in problem-solving, self-directed learning, and extended learning activities.	○	○	○	○	○
Work on online collaborative projects	○	○	○	○	○
Use digital cameras, probes to collect data, scanners, etc. to enhance learning	○	○	○	○	○
Simulations, virtual tours, etc.	○	○	○	○	○
Computer-assisted learning (CCC, Compass, Plato, Skills Tutor, Orchard, LightSpan, etc.)	○	○	○	○	○

15. How does your school integrate the Louisiana K-12 Educational Technology Standards into the learning experiences of the students and school curricula? Check all that apply.

    ☐ As a separate subject
    ☐ Into mathematics
    ☐ Into English/language arts
    ☐ Into social studies
    ☐ Into science
    ☐ Into other subject areas

16. During the 2003-2004 school year, did ALL students in your school have access to a networked computer and were ALL students in your school regularly given the opportunity to do meaningful work from these networked computers, beyond use for drill and practice?

    Note: *For a school to answer "**YES**" to this question would mean that the school environment is such that all students have regular use of a networked computer for learning and research and that the use is across multiple disciplines and classrooms and is consistent with the Louisiana K-12 Educational Technology Standards. (Computer use for drill and practice activities in a lab or classroom environment alone would not meet this condition.)*

    ○ Yes
    ○ No

    If no, provide an approximate percentage of your students, who during the 2003-2004 school year, had access to a networked computer for learning and research and who were given the opportunity to do meaningful work from these networked computers:

    ○ 75-99 %
    ○ 50-74%
    ○ 25-49%
    ○ 1-24%
    ○ 0%

Student Learning Rubric

Identify your school's current level of progress in the area of **Student Learning**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• Student use of technology to support learning is limited and sporadic and is mostly done in a computer lab setting or library. • Students occasionally use productivity software applications and/or use tutorial software for drill and practice. • Students have little engagement in the learning process. Student collaboration is isolated.	• Students have regular weekly use of a computer to supplement classroom instruction, primarily in lab and library settings. • Students regularly use technology on an individual basis to access electronic information and for communication and presentation projects. • Students use technology for research, communications, and presentations.	• Students have regular weekly technology use for integrated curriculum activities utilizing various instructional settings (ie: classroom computers, libraries, labs, and portable technologies) • Students work with peers and experts to evaluate information, analyze data and content in order to problem solve. • Students select appropriate technology tools to convey knowledge and skills learned.	• Students have on-demand access to all appropriate technologies to complete activities that have been seamlessly integrated into all core curriculum areas. • Students work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems. • Students communicate effectively with a variety of audiences. • Students use digital content and technology is used in ways that significantly changes the entire learning process, allowing for greater levels of collaboration, inquiry, analysis, and creativity

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

Educator Technology Proficiency and Practice

17. What types of strategies does your school implement to build teacher technology competency and to assure that all teachers in your school can achieve the National Educational Technology Standards for Teachers? Check all that apply.

    - ☐ School Improvement Plan that addresses instructional technology strategies across all areas
    - ☐ Lesson plans that integrate technology standards
    - ☐ Professional Growth Plans that include technology integration objectives
    - ☐ Classroom observations and evaluations
    - ☐ Self-assessment survey of technology skills and technology methods attained by teachers
    - ☐ Online communication (email, discussion boards, announcements, memo, etc.)
    - ☐ School stipends for after-hours professional development
    - ☐ Release time for teachers to attend district and or regional TLTC-provided workshops
    - ☐ Release time for teachers to attend state and national professional conferences
    - ☐ Time provided for teachers to plan collaboratively for technology-rich, standards-based lessons

18. Teachers can utilize technology to support instructional practices and their professional growth and performance in a variety of ways. In the chart below, identify the approximate proportion of your teachers that use technology in the manner that is described.

Teacher Practice	All	Most	Half	A Few	None
Teacher uses technology to provide technology-rich learning experiences for students (e.g. student online research, student online collaborative projects, students' engaged in authentic, technology-based work)	○	○	○	○	○
Teacher uses technology to provide students with non-traditional forms of student assessment (e.g. multimedia projects, websites, electronic portfolios)	○	○	○	○	○
Teacher collaborates with other educators online	○	○	○	○	○
Teacher participates in online courses	○	○	○	○	○
Teacher maintains professional electronic portfolio	○	○	○	○	○
Teacher uses technology to enhance his/her own productivity (e.g. managing grades, communicating with parents)	○	○	○	○	○

Professional Development

19. Indicate the <u>total</u> number of teachers in your school who have successfully completed each of the following statewide technology professional development programs <u>during the 2003-2004</u>:
    _____ FIRSTTech
    _____ Louisiana INTECH K-6
    _____ Louisiana INTECH 7-12
    _____ INTECH 2 Science
    _____ INTECH 2 Social Studies
    _____ Making Connections
    _____ Marco Polo Training
    _____ K-12 Online Database Resources Training (WorldBook and/or GALE)
    _____State-sponsored Online Professional Development

20. Indicate the total number of teachers in your school who have successfully completed each of the following statewide technology professional development programs before the 2003-2004 school year:

_____ FIRSTTech
_____ Louisiana INTECH K-6
_____ Louisiana INTECH 7-12
_____ INTECH 2 Science
_____ INTECH 2 Social Studies
_____ Making Connections
_____ Marco Polo Training
_____ K-12 Online Database Resources Training (WorldBook and/or GALE)
_____State-sponsored Online Professional Development

21. Which of the following types of technology training opportunities does your school currently provide? Check all that apply.

- ☐ Basic Computer Skills (use of operating systems and parts of the computer)
- ☐ Advanced Technology Skills (use of website development software, PDAs, GPS, video production, etc.)
- ☐ Email Communication
- ☐ Basic Productivity Skills (word processing, spreadsheets, databases and presentation)
- ☐ Integration of Technology Instruction (use of technology resources in classroom instruction)
- ☐ Use of Electronic Grade books
- ☐ Classroom Internet Research
- ☐ Grant Writing Skills
- ☐ Writing Professional Growth Plans
- ☐ Online or University Courses
- ☐ Other _____
- ☐ Our school does not provide any of these types of training

22. Which of the following professional development opportunities does your school need? Check all that apply.

Productivity Training

- ☐ Basic Computer Skills (use of operating systems and parts of the computer)
- ☐ Advanced Technology Skills (use of website development software, PDAs, GPS, video production, etc.)
- ☐ Email Communication
- ☐ Basic Productivity Skills (word processing, spreadsheets, databases and presentation)
- ☐ Integration of Technology (use of technology resources in classroom instruction)
- ☐ Use of Electronic Grade books
- ☐ Grant Writing Skills
- ☐ Writing Professional Growth Plans

Technology Integration Training

- ☐ Classroom Internet Research
- ☐ Louisiana INTECH K-6
- ☐ Louisiana INTECH 7-12
- ☐ INTECH 2 Science
- ☐ INTECH 2 Social Studies
- ☐ MarcoPolo Workshop
- ☐ Making Connections Workshop
- ☐ WorldBook Online Workshop
- ☐ Gale Group Database Workshop

- ☐ Online Professional Development
- ☐ Universal Designs For Learning (UDL)
- ☐ Diversitech
- ☐ Louisiana Information Literacy Initiative (LILI)

☐ Other Trainings_____

☐ No professional development opportunities are provided by the school.

Educator Technology Proficiency and Practice Rubric

Identify your school's current level of progress in the area of **Teacher Technology Proficiency and Practice**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the <u>one</u> level of progress that <u>best</u> describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• Technology skills and use of technology is limited to a few teachers. • Teachers have limited or no opportunities for technology-rich professional development. • Teachers use technology in the classroom as a supplement. • Teachers are aware of the possibilities for the use of technology to support professional practice, but lack either the requisite skills or access to become effective users.	• Teachers are skilled in the basic professional productivity tools, using technology primarily for their own productivity in relation to teaching and learning (creating plans, composing reports, writing letters). • Professional development in technology focuses on technology skills and is limited in content and/or frequency.	• Teachers are skilled in the uses of technology for teaching and learning. • Teachers are using the technology, basic productivity tools and basic Web resources with students. • Teachers are provided with timely, ongoing needs-based professional development opportunities for technology skill development and application of technology in teaching and learning with the time and equipment to be successful. • Professional development opportunities use various modes of delivery and are evaluated for effectiveness and satisfaction.	• Teachers are skilled users of technology to improve teaching, learning, and school management. • Teachers integrate multiple technologies to transform the teaching process by allowing for greater levels of interest, inquiry, analysis, collaboration, creativity, and content production • Teachers have access to professional development "on demand" in a mode suitable to various learning styles. Resources are provided to support professional development. • Professional development opportunities are regularly evaluated, revised with input from participants, and based on a comprehensive technology plan.

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

Principal Technology Proficiency and Leadership

Information for this section must be obtained directly from or submitted directly by the school principal.

23. Has the principal completed the LEADTech coursework or is the principal currently enrolled in the LEADTech program?
    - ○ Yes
        - o Completed
        - o Currently Enrolled
    - ○ No

24. Does the principal actually encourage teachers to integrate appropriate technologies to maximize learning and teaching?
    - ○ Always
    - ○ Almost Always
    - ○ Sometimes
    - ○ Almost Never
    - ○ Never

25. How does the principal routinely and regularly model/promote effective uses of technology in his/her work? Check all that apply.
    - ☐ Data-driven decisions
    - ☐ Email communication with district
    - ☐ Email communication with parents
    - ☐ Email communication with teachers
    - ☐ PDAs
    - ☐ PowerPoint presentations
    - ☐ Spotlight effective teaching practices
    - ☐ Use technology for recording teacher evaluations
    - ☐ Using student management systems
    - ☐ Web page creation
    - ☐ Word processing (newsletters, memos, reports)

26. How does the principal promote and support effective use of technology for teachers and learning. Check all that apply.

    - ☐ When considering prospective teachers applying for a position at your school, the instructional technology skills of the applicant is one of the considerations.
    - ☐ The principal provides release time for teacher professional development in the area of instructional technology.
    - ☐ When evaluating teaching personnel, a teacher's effective use of instructional technology is one of the assessment factors.
    - ☐ The principal requires teachers on his/her staff to include a technology goal in their professional growth plans.
    - ☐ The principal require teachers on his/her staff to include a technology component in lesson planning.

27. Identify the ways in which the principal addresses his/her professional growth in the area of technology. Check all that apply.

    - ☐ LEADTech
    - ☐ District-provided technology trainings
    - ☐ Regional TLTC-provided trainings
    - ☐ Online Courses
    - ☐ National conferences
    - ☐ University courses

Principal Technology Proficiency and Leadership Rubric

Identify your school's current level of progress in the area of **Principal Technology Proficiency and Leadership**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• The principal demonstrates minimal personal use of technology, but his/her professional practice is not significantly impacted by technology. • The principal acknowledges the benefits of technology in instruction, but lacks the time, access or interest to actively model, support or promote the integration of technology across the school curriculum and the professional growth of his/her teachers in the area of instructional technology.	• The principal models the use of technology in some aspects of his/her daily work as the instructional leader of the school. • The principal expects teachers to use technology for administrative and classroom management tasks. • The principal encourages teachers to advance their knowledge of instructional technology in their professional growth plans.	• The principal models the use of technology in his/her daily work. • The principal has policies, budgets, resources, and incentives for teachers that support the use of technology in teaching, learning, and professional collaboration. • The principal takes an active role in facilitating the professional development of staff related to technology. He/she ensures that training offerings support the school curriculum and rich instructional practices. • The administrator is well-versed in the effective use of technology in student learning. He/she is able to constructively evaluate classroom uses of technology and prescribe modifications.	• Administrator is an excellent role model for the effective use of technology. Administrator uses technology, not only as prescribed through standard procedures and reports, but to interpret and report data in new and creative ways and to communicate with stakeholders. • The principal ensures integration of appropriate technologies to maximize learning and teaching and involves and educates the school community around issues of technology integration • The administrator participates in and often initiates professional collaborations that are enabled and supported through technology. When new technologies are demonstrated to be of value for learning or efficiency, the administrator is an early adopter and effective promoter.

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

Classroom Integration and Effective Practices

28. Indicate the frequency with which most or all students in your school use technology for learning in each content area specified below:

Content Area	Daily	Weekly	Monthly	Rarely or Occasionally	Never
Reading	○	○	○	○	○
Writing	○	○	○	○	○
Mathematics	○	○	○	○	○
Science	○	○	○	○	○
Social Studies	○	○	○	○	○
Arts	○	○	○	○	○
PE/Health	○	○	○	○	○
Foreign Language	○	○	○	○	○

29. Indicate the mechanism(s) your school has in place to adopt and promote technology-supported instructional practices school-wide. Check all that apply.

- ☐ A school team (e.g. a school improvement team, school leadership team) establishes yearlong targets for building-wide adoptions of proven solutions (including technology-supported solutions) that promote improved student learning and achievement
- ☐ Teacher technology performance reviews include assessment of effective technology integration
- ☐ Incentives are provided to teachers who adopt proven best practices related to technology (e.g. laptops, conference attendance, stipends)
- ☐ Best practices are entered into the Making Connections website for lesson plans and curricula that is accessible to all teachers
- ☐ Best practices are spotlighted through communication mechanisms (newsletter, faculty meetings, email, etc…)
- ☐ The school has no formal process in place to promote technology-supported instructional practices school-wide. Teacher adopts technology-supported instructional practices based on their own comfort level and interest.

30. Rate the extent to which the following conditions exist in your school.

1 = Not at all
2 = Efforts to do this are just beginning
3 = Efforts have begun and some progress has been made
4 = Efforts have begun and we have made considerable progress
5 = This condition has been achieved at our school

School Condition	1	2	3	4	5
Technology is used to promote inclusion of special needs students into mainstream classes and/or curricula	○	○	○	○	○
There is guidance from the school to ensure that the use of technology by teachers across grades and content areas is consistent	○	○	○	○	○
There are policies in place to ensure that all aspects of the student population have access to technology resources to support learning.	○	○	○	○	○

31. Do the teachers in your school utilize web resources for instructional support and activities?
    - ○ Yes
    - ○ No

    If yes, select all that apply
    - ☐ School Web Page

- ☐ District Web Page
- ☐ Louisiana Department of Education Website
- ☐ Making Connections Website
- ☐ On-line libraries/databases
- ☐ Other Web sites

32. Which of the following devices are routinely used to support classroom instruction?
    - ☐ Assistive/Adaptive Devices
    - ☐ Computer Projection Devices
    - ☐ Digital Still Cameras
    - ☐ Digital Video Cameras
    - ☐ High Definition TV Monitors (digital)
    - ☐ Laser Printers
    - ☐ Laserdisc Players
    - ☐ Personal Digital Assistant (PDA)
    - ☐ Scanners
    - ☐ Smart Boards
    - ☐ Text Editors (Alpha Smarts, Dream Writers, etc.)
    - ☐ TV Monitors (not computer monitors)
    - ☐ TV Production Studios
    - ☐ WebTV Units
    - ☐ Alpha Smart / Quick Pad

Classroom Integration and Effective Practice Rubric

Identify your school's current level of progress in the area of **Classroom Integration and Effective Practice**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• Teacher-directed instruction is the predominant mode of instruction. • When technology is used, students usually work alone with few options for student interaction, cooperative learning, or project-based learning. • Technology is used to supplement or as a reward. • No technology use or integration occurring in the core content areas (mathematics, English/language arts, science, and social studies).	• Teachers attempt to implement student-centered approaches to learning, but often do not allow sufficient time or appropriate technology resources. • Use of technology is minimal in core content areas (mathematics, English/language arts, science, and social studies). • Technology is beginning to be used and applied in ways that support the existing curriculum standards. Applications typically reflect presentations of content or student activities that are similar to those found in the classroom before technology integration.	• Teachers routinely use student-centered approaches to learning that are meaningful, active, cooperative, project-based and that allow student use of appropriate technologies. • Technology is integrated into core content areas (mathematics, English/language arts, science, and social studies). • Technology is integrated into instruction and used for research, planning, multimedia presentations and simulations, and to correspond and communicate. • Technology is used in many ways to support existing instruction and to make that instruction more engaging. Learning is often project-based, but seldom results in products for outside audience	• Teachers routinely use student-centered approaches to learning including constructivist pedagogy (allowing students to create, identify, and construct their own problems, scenarios, or innovative solutions to complex problems), facilitating appropriate student use of technology-based resources. • Technology is integral to all subject areas. • Technology is interwoven into many learning situations. Learning is often multidisciplinary. Students have opportunities to exercise problem-solving skills within classroom context. Learning activities are highly interactive and responsive to student needs.

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

Communication and Community Outreach

33. Does your school provide phones in the classroom?
    - ○ Yes
    - ○ No

34. Does your school have a website?
    - ○ Yes
    - ○ No

    If yes,

    a. Is the school's website linked to the district site?
        - ○ Yes
        - ○ No

    b. Which of the following items are included and regularly updated on the school's website? (Check all that apply):
        - ☐ school calendar
        - ☐ school address
        - ☐ school phone number
        - ☐ school fax number
        - ☐ administrators' names
        - ☐ administrators' email addresses
        - ☐ administrators' pictures
        - ☐ a list of faculty members
        - ☐ faculty members' email addresses
        - ☐ links to teachers' web pages
        - ☐ links to sites that would be useful for parents and students

35. The number of teachers who have their own regularly updated class webpage linked from the school's webpage. _____

36. The school currently uses and/or provides which of the following? Check all that apply.
    - ☐ online learning software (e.g. Blackboard, WebCT, Moodle, etc…)
    - ☐ CVC or IP infrastructure for video conferencing
    - ☐ training available for interested community members
    - ☐ community access to technology after hours

37. The number of teachers in your school who routinely use email for professional endeavors: _____

38. The number of students who use email at school as part of the learning experience: _____

39. The number of teachers in your school who have Internet access at their homes. _____

40. The number of students in your school who have Internet access at their homes. _____

41. Students who do not have access to technology in their homes can gain access through: (Check all that apply)
    - ☐ After school open labs
    - ☐ Community centers
    - ☐ Libraries
    - ☐ Other

Communication and Community Outreach Rubric

Identify your school's current level of progress in the area of **Communication and Community Outreach**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• Communication with parents and outreach to other educational stakeholders is mostly limited to written or phone communications. • Advanced technologies have very little impact on current school communications.	• Communication and outreach extends beyond traditional communication (written and phone) to include a regularly updated school web page and some use of email communications.	• Communication and outreach includes extensive use of technologies such as email, as well as the availability of up-to-date and extensive web information delivered via school and/or classroom web pages.	• Communication and outreach includes extensive use of email, school and classroom web pages, and online learning communities.

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

Planning and Funding

42. Does your school have a stand-alone technology plan?
    - ○ Yes
    - ○ No

    If yes,

    a. Is your school plan aligned to the district plan?
        - ○ Yes
        - ○ No

    b. Is your school plan aligned with and incorporated into your school improvement plan and improvement strategies?
        - ○ Yes
        - ○ No

    c. Does your plan address curriculum integration needs and strategies?
        - ○ Yes
        - ○ No

    d. What was the year of the last revision of your school plan? ____

    If no, is there a component of your school improvement plan that can be identified as a plan for instructional technology in your school?
        - ○ Yes
        - ○ No

43. Which funding sources does your school use to make technology purchases (hardware, software, technology professional development, technology support)? Check all that apply.

    - ☐ District allocation
    - ☐ Federal title funds
    - ☐ Site-based line item
    - ☐ Grants
    - ☐ Parent Supporters
    - ☐ State Funds
    - ☐ Community Partners
    - ☐ Fund Raisers
    - ☐ Special Education
    - ☐ Private donations
    - ☐ Erate
    - ☐ Other

44. On the average, what annual dollar amount of your *school-based funds** are used to support instructional technology purchases (i.e. what is your average annual expenditure for technology-related purchases)?

    - ○ Less than $1000 per year
    - ○ $1,000 - $9,999 per year
    - ○ $10,000 - $24,999 per year
    - ○ Over $25,000 per year

    **School-based funds are those funds generated by the school, locally generated specifically for the school, or awarded directly to the school. (i.e., PTO funds, school fundraisers, locally generated funds specifically for the school, or state award funds you choose to earmark for technology. This does not include district, state, or federal funds that flow to the school.)*

Planning and Funding Rubric

Identify your school's current level of progress in the area of **Planning and Funding**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• No campus technology plan or a plan that is not implemented. • School technology used mainly for administrative tasks such as word processing, budgeting, attendance, and grade books • No school budget for hardware and software purchases and professional development.	• School technology plan aligns with District Technology plan and is used for internal planning, budgeting, and applying for external funding. • Some dollars in the school budget for hardware and software purchases, professional development, and minimal staffing support.	• A collaboratively developed school technology plan aligns with District Technology plan and is used for internal planning, budgeting, and applying for external funding. Plan is regularly updated and addresses La K-12 Technology Standards for Students. • Appropriate dollars allotted in school budget for hardware and software purchases, professional development, adequate staffing support, and ongoing costs.	• A collaboratively developed school technology plan aligns with District Technology plan and is used for internal planning, budgeting, and applying for external funding. Plan is updated at least annually and addresses La K-12 Technology Standards for Students. Plan is focused on student success; based on needs, research, proven teaching and learning principles. • Campus budget for hardware and software purchases, sufficient staffing support, costs for professional development, incentives for professional development, facilities, and other ongoing costs.

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech